Upcoming Events:

Monday 24th May
5 p.m. DMC meeting

Tuesday 25th - Friday 28th May
Year 10 OED Camp

Thursday 27th May
R-12 School Socials

Tuesday 1st June
7 p.m. Music Concert

Please view the complete Calendar on the back page.

Volunteers

Last week was National Volunteer Week (NVW). It was the largest celebration of volunteers and volunteering in Australia, and provided an opportunity to highlight the role of volunteers in our communities and to say thank you to the more than 5 million Australians who volunteer.

At school we have many wonderful people who come into the school and provide us with their valuable time to assist your children. Some work with students, others in the library or canteen, some help with the school choir or represent parents at Governing Council, parent club, or on Decision Making Council. We are very grateful to all these people and acknowledge the value they add to our school.

Reading Volunteers Wanted

Improvement in reading is a major focus of our school and we are working hard to achieve this, within the resources with which we are provided. However we still need to do more to work with students who struggle to read.

Research shows that one of the best improvement strategies is to work with the school choir or represent parents at Governing Council, parent club, or on Decision Making Council. We are very grateful to all these people and acknowledge the value they add to our school.

NAPLAN Testing

Tuesday 11th - Thursday 13th May, Week 4

Years 3, 5, 7, 9
one to one getting a student to read aloud 20 minutes a day, 4-5 times per week. We would love to be able to do this for every one of our students who are behind with their reading. Unfortunately our resources don’t allow us to do this.

Can you help or do you know of someone who can?

If you are able to, or know someone who is able to assist us by providing 20 minutes of your time (or more), to help a student to read, we would love to hear from you. You can not underestimate the importance of being able to read, a skill that often we take for granted. But for those who struggle, it has a life long effect on them in many and varied ways.

You will make a substantial difference to a child for life.

I am looking forward to hearing from you.

2010 SITE IMPROVEMENT PLAN
This week we include the second of four parts of our 2010 Site Improvement Plan;

Targeted Intervention & Support

Target: By the end of 2010 MAS will have:
- 100% of staff working in teams on joint planning processes, monitoring and evaluation of targeted interventions to effectively support all students including those with additional needs and those with high intellectual potential.

We will do this by:
- Building understanding of connections between classroom practice & intervention with staff.
- Identifying skills & strategies needed.
- Encourage sharing of knowledge & expertise.
- Investigate specific intervention programs and procedures.
- Work with Literacy teams to investigate assessment processes to monitor and evaluate student progress.
- Resourcing appropriately.

Target: By the end of 2010
- 100% of Moonta senior students successfully engaging in either mainstream school/training or alternate learning programs such as ICAN/FLO/Youth Compact.

We will do this by:
- Ensuring all secondary students are monitored closely and identify those considered as being at risk.
- Ensuring appropriate student interventions are facilitated, monitored and modified as necessary.
- Accessing all possible support depending on students individual requirements. This may include one or a combination of the following support; ICAN/FLO/Mentoring, ACEO support, SSO support, Youth Compact, SBA, alternative program.

Decision Making Council (DMC)
The MAS Decision Making Council is an integral part of ensuring we have our community involvement in school decisions and activities. These meetings are held on Mondays at 5 p.m. on even weeks. All DMC proposals are listed in MAS media before they go to the committee for discussion and approval. Any member of the community has a right to attend these meetings to put forward their views; alternatively you can pass on your thoughts to a member of that committee. Governing council representatives include: Travis Skipworth, Meredy Shipard, Tracy Cutting, Parent reps: Heather Francis, Wendy Muir, Student reps: Michael Carson, Jessica Carson, Taylah Andrews, Staff reps: Laura Camporeale, Frank Camporeale, Daniel Richardson, and Fiona Anderson.

Student Success
Congratulations to Michael Carson, our school captain who has been accepted to attend the National Leadership Camp 2010 in Canberra for the second time. Michael, who attended with Taylah Andrews last year has been accepted to return as one of only 10 support leaders who work with students at the camp. The national Leadership Camp is aimed at secondary students in years 9-12 who desire to improve their leadership and interpersonal skills, make new friends, approach fresh challenges and learn more about themselves in a fun and uplifting environment.

I would also like to acknowledge Sara Stock who recently volunteered her time to work as a support person at the recent Special Olympics 9th National Games. It is always a pleasure to get contacted from outside agencies praising the excellent qualities of one of our students. Well done Sara; you have done your family, your school and especially yourself proud. Sara’s report appears in this edition of MAS Media.

‘Parentingideas’
Parenting is a challenging task, but its easier if you get the right advice and don’t feel you are parenting alone. We have begun a new section of MAS Media where we will be providing the latest articles by Michael Grose. These are a series of parenting tips and handouts that you may find useful.
Last Friday 7th May, 45 of our students travelled by bus to Maitland to compete in the annual YP Cross Country.

The weather was kind to us for the day’s competition and the excellent behaviour and enthusiasm of the students added to the enjoyment of the event.

Prior to the start of the events, all students walked their respective courses.

The competition began with the 7 year olds (1km) and progressed through the age groups to the 12 years and older age group (3km).

Well done to all of our competitors for their efforts. Their teamwork and encouragement of each other was fantastic.

Congratulations go to the following students for excellent results in their age category:

- 10 year old Girls  2nd place  Claudia Hatcher
- 11 year old Boys  2nd place  Dylan Slack
- 12+ year old Boys  4th place  Zac Moore

In addition to these results, many of our age groups were successful in the team competition – the first 4 from each school to cross the line.

Congratulations to
- 8/9 year old Boys  2nd place  Jakob Elvin, Jackson Zwar Braden Aldridge, Jack Hobbs
- 10 year old Girls  3rd place  Claudia Hatcher, Madelyn Keast, Ruby Markham, Sarah Skinner
- 11 year old Boys  2nd place  Dylan Slack, Kane Vaughan, Julian Tripodi, Jacob Taylour
- 12+ year old Boys  1st place  Zac Moore, Riley Hatcher, Bayden Cross, Lachlan Slack
- 12+ year old Girls  3rd place  Renee Smith, Chelsea Fisher, Sasha Glasgow, Georgia Ivens
My name is Sara Stock and every week on Tuesdays I get to go to Kadina to assist the R.D.A. This term I had the opportunity to go with the team to the Special Olympics 9th National Games.

The first week of term two I went to Adelaide for the Special Olympics as part of a support team. In the support team there was Deb, Andy, Kristy and I. We supported two riders from the Yorke Peninsula. One of the riders was ex-Moonta student Katelyn Spencer. My job was to look after the horses. I had to feed, water, clean up after, groom, saddle and more. We arrived in Adelaide on Monday and straight away I went to the opening ceremony dressed up as Smiley, which is one of the RDA mascots. I put a foam horse head on and at the same time another volunteer was dressed up like Smiley as well. On the 2nd day Tuesday, we started to set up the events. On Wednesday the riders had their first competitions. One of the girls got a silver medal. They both did well. On Thursday they did even better. The events were Pre-Caprilli, Working Trails and Texas barrels. Katelyn won two silver medals and the second rider won a gold and silver. Friday, we packed up while they were having the closing ceremony and came home.

It was fun and a great learning experience and I would love to do it again.

Sara Stock

Below is a selection from a letter that we received recently from Andy Ward from Uniting Care Wesley, with regard to Sara Stock’s involvement in the Special Olympics.

Sara’s role at this event was as a strapper/support person to our equestrian team.

This involved performing many tasks:
- welfare of the horses (watering/feeding etc)
- setting up equipment for the SO equestrian events
- packing up and cleaning up after the completion of events
- attending and representing RDASA during the opening ceremony and at medal presentations as the mascot "Smiley"
- supporting athletes
- assisting with preparation of horses for competition
- interacting with athletes, volunteers and officials from local and interstate
- supporting and assisting her local RDA team

Sara’s contribution effort and participation is commendable and she is a great ambassador for RDASA, RDAYP and her school.

In order to address safety and supervision concerns in the Early Years area after school, all R-2 students who are being picked up at school will wait immediately outside their classrooms until met by the person taking them home.

THEY ARE NOT PERMITTED TO WAIT AT THE PLAYGROUND OR GATE.

Any children who are still waiting at 3:15 p.m. will be taken to the Front Office and parents contacted. This does not apply to children who are walking or riding home independently. These children should make their way home promptly after dismissal.

Thankyou for your anticipated support with this.

Di Daulby
There has been a steady stream of students handing up their Premiers Reading Challenge sheets. Well done to the following students:

Ms. Balnaves: Gracie Steele, William Flink
Mrs. Hettner: Kodi Parkinson, Danny Hobbs, Corey Van Gelder, Rachel Bones
Mr. Richardson: Lee Prentis
Mrs. Strauss-Scott: Josh Moss, Kara Hackett, Mark Francis, Kelsie Woods, Sarah Skinner
Ms. Shepherd: Erin Gilfillan, Tom Cockshell, Kiah Mackenlay
Mr. Camporeale: Jessica Davey, Brayden Elvin
Mrs. Van Galen: Libby Adams
Mr. Hall: Harry Love, Jaidyn Pack
Mrs. Keheler: Mataya Pollard, Sarah Anderson
Mrs. Perkins: Olivia Elworthy
Mrs. Keheler: Adam Scott
Mrs. Hancock: Adele Andrew

Congratulations go to Decklan Waters, Jasmine Crocker, Austin Shearer, Lucas Mann and Kirra Hettner for completing Beyond the Challenge. Special mention goes to Bianca Derrington and Rebecca Stock who have read 60 books so far and still going strong - a great achievement. Well Done Bianca and Rebecca.

As a result of 100 students completing the challenge, the school hosted a ‘loud pants’ day last Thursday. Some interesting choices of clothing were displayed – fashion in Moonta is not dead!

This week’s Moonta Newsagency voucher supplied by the library goes to Erin Gilfillan.
During literacy time the 4/5 class drafted Two Word poems about their mums. As a class, we brainstormed the special things we could write about, remembering that each line could only have two words. The children then set about writing their own special poems. Once poems were written and conferenced, we then set off to the computer room and looked at ways as to how to publish the poem. This included experimenting with; font type, size and colour, ways to insert pictures, resizing pictures, adding borders and using word art. When the children were happy with their final masterpiece they were able to print in colour and have their poem laminated. All poems were beautiful and above is a selection of our Mother’s Day poems.

Jane McCauley
Omedeto (おめでと) ... congratulations to these children who have received ribbons for attaining new levels of hiragana during Japanese lessons.

**White ribbon ( shiro no hon しろ の りぼん)***
Jordy Taylour, Tayla Etheridge

**Green Ribbon ( midori no ribon みどり の りぼん)***
Cameron Williams, Ashlyn Paulson, Amber woods

**Red Ribbon (akai no ribon あかい の りぼん)***
Scott Francis, Cody Gaston, Josh Lowe.

**Yellow ribbon ( kiiro no ribon きいろ の りぼん)***
Carron Daveson, Katie shipyard, Marcus Gamble, Tamika Sansbury, Tarnya Smith, Brody Cooper, Chloe Vonderwall

**Blue Ribbon ( aoi no ribbon あおい の りぼん)*** Alisha Wardle

**Brown ribbon ( chairo no ribbon ちあいろ の りぼん)***
Sasha Glasgow, Lacey Clarke, Harry Love.

An outstanding effort to Sasha Glasgow and Carly Chapman who have learnt all their hiragana and gained **black ribbons ( kuro no ribon くろ の りぼん)***

During Golden Week (April 29th – May 5th) in Japan, many families fly Koi (carp kites) from bamboo poles. During a recent weekend drive through Point Turton, Jasmine and Sam Crocker called out “Oh look, look....... They are celebrating Kodomo no Hi こども の ひ (Children’s Day). There must be Japanese people in Point Turton this weekend!” They were counting all the kites flying!
On Thursday 6th May the Leaping Loonies came to Moonta Area School to demonstrate their expertise in acrobatics. The performers were Tim and Daniel and it was a breath taking and thrilling performance which was enjoyed by students from reception through to Year eleven. All students and teachers had a great time watching the show and many laughs were shared. The Leaping Loonies performed slapstick comedy, rode unicycles, juggled clubs and balls, and did a range of acrobatics and gymnastics. On behalf of the school we would like to thank the Leaping Loonies for entertaining us.

By Riley Hatcher, Carron Daveson and Rachael Clarke (6RH)

The second meeting for the term went very well. We discussed what was good about the canteen and we had lots of good feedback. We also discussed the social and the themes and other different things.

Thank you for all the helpers at the Volunteer Expo. It was a bit of fun.

Thank you for all the teachers and students who wore a loud shirt last Friday. We raised $260.40.

By Natasha Moore, R-6 Action Group Publicity Officer

Performers!
Waiting sidestage has become second nature for these seasoned performers!

Congratulations to both Kayla and Tabitha McCulloch for their participation in the musical “Candyman,” at Her Majesty’s theatre on April 14th and 17th. The girls performed with their dance troupe and said that it was great to dance on a big stage with professional dancers, in front of such a big audience! Well done girls!..... And they found out that you are not allowed to have photos taken at professional productions.

“Messiah” singer
Congratulations to Maddison Kerr, who performed in the choir which sang Handel’s “Messiah” at the historic Moonta Mines Church on Sunday May 16th. “It was so exciting singing with an orchestra and a world class soprano, alto, tenor and bass. I was just worried that I was going to sing the wrong words at the wrong time. It was very special being upstairs with the sopranos and I am looking forward to other productions that I may be a part of in the future.” Maddison showed great commitment attending practices for six Saturdays, to be able to take part in this performance. She will be part of the Moonta Area School choir which will perform at the Festival of Music, held at the festival theatre in August.
Successful Application
On behalf of the Middle School, Daniel Richardson applied to join the “Alcohol Education in the Middle Years Inquiry 2010: Student and parent engagement”. The application was successful and Moonta Area School is now one of 18 schools in the state to be involved in this initiative. This project involves raising awareness with students about alcohol-related issues, and fostering conversations between students and their parents and carers. On Wednesday 26th May, Daniel will attend an information session in Adelaide where Paul Dillon (Director, Drug and Alcohol Research and Training Australia (DARTA)) will speak to inquiry leaders from schools involved in the initiative and a limited number of invited educators. Paul will give his considerable experience on young people and alcohol- what they, their parents and teachers need to know and will share strategies for engaging parents in dialogue around alcohol. We look forward to our involvement in this initiative.

9-a-side Football

Last Wednesday 5th May the year eights, nines and tens along with Mr Richardson, Miss Spaans and Casey travelled to Maitland for 9-a-side football. It was a cold and cloudy day but we were lucky that the rain held off.

The girls played at the main oval at Maitland. There were two teams, one coached by Alice Raunic and Jacinta McPeake and the other coached by Danielle Keast and Aisha Cooper.

Alice and Jacinta’s team played extremely well and were persistent the whole day. They had one win but enjoyed the day. Danielle and Aisha’s team were very strong and determined. It showed as they only had one loss which was to Yorketown. Both offence and defence won the girls the three games they won.

The two boys teams were coached by Jack McCauley, Michael Scarce, Blake Pedler and Jacob Russell. Blake and Jake coached the year eight boys who played with great attitude and had loads of fun. Jack and Michaels’ team showed enormous talent throughout the day and it got them easily to the grand final. They played Ardrossan in the grand final and had a good win.

Overall it was a great day. Everyone enjoyed it and everyone had a great attitude all day. Thankyou to Miss Spaans, Mr Richardson and Casey for helping out on the day.

Steph Drogemuller
On Tuesday 11th May, the year 10 PLP class went down to Moonta Town Hall and had a look at the volunteer expo which was being run as part of National Volunteers Week. As a part of their PLP they are currently doing a research project on volunteering at a certain volunteer organisation. There were many stalls including Meals on Wheels, Fauna Haven and Relay for Life. We gained a lot of information about volunteering, grabbed a few brochures and enjoyed the time spent there. One of our class members, Tom, was involved in the expo as a part of the Air Force Cadets. The Lions Club were running a sausage sizzle out the front of the Town Hall, which smelt good and attracted people to the expo.

Danielle Keast and Alice Raunic.

On Monday 3rd May, 2010 the Year 12 Hospitality students hosted the International Food Hall. Each student invited 6-8 guests. Many of the students spent many hours on the Sunday preparing their food ready for Monday night. Cooking in large quantities was a new experience for many. The range and quality of the food was appreciated by the guests who all enjoyed the experience.
**Muso Magic Workshop**

On the 15th - 18th April, 5 Moonta students attended the Muso Magic workshop in Port Pirie in the 2nd week of the school holidays. It was held at Boys Town by Adam Thomson from the band Chocolate Starfish. We started our first day with confidence building games & singing activities. There were 5 groups and we were all separated to make new friends. (Electric Elephants, Fantastic Frogs, Crazy Crows, Brilliant Buffalos and the Wicked Wild Dogs)

We all sat and wrote our song and went in and individually sang the song, recorded it & filmed our own video. On Friday the Southern Cross Network came and filmed our song and dance. Our song was played on the radio, our band is called Sugar Free Sugar and the song was called D’LAST (deceitful lies and strong truth). Then on Saturday we performed our song live to an audience of parents and children. All of those that went to Muso Magic were Chloe Boswell, Morgan Fisher, Henry Shields, Chloe Barrett and T’Leigha White.

**Sailing Team Success!**

Our junior training sailing team was rewarded for a great effort at Wallaroo Sailing Club recently. Over the course of the recent season, all the members pictured took part in racing competitions at the club, sailing as crew for myself.

Collectively, we won the first series of races for non-championship points (*the aggregate trophy*).

The enthusiasm and commitment of these guys has been great over the summer, and their skills have developed very quickly.

All are looking forward to another great season which starts in October this year.

*Neil Hackett, Sailing Coach*

**HOW DO I KNOW A BOOK IS ‘RIGHT’ FOR MY CHILD?**

**Independent readers**

1. **Taste Test.** Ask your child to read the first few pages of a book and to consider whether they feel comfortable reading it before they decide to read it all.

2. **Five finger test.** Ask your child to read the first page or two of a book and to put a finger on words they don’t understand or can’t read. If they can’t read five of the words on a page, the book is probably too hard.

3. **Motivation is a great help.** Some children will persevere with a book that is challenging for them because they really ‘want’ to read it. But it is important that they know that it could be hard before they start so they don’t get frustrated and give up!

4. **An easy-read.** ‘Reading for leisure should be a pleasure.’ So even if your child is a good reader, they may enjoy an easy-read from time to time.

5. **It’s OK to reject a book.** Let your child know that it is all right to choose not to read a book if they think it is too hard — for now. It is better that they read and enjoy what they do read.

**GREAT READS**

- **The Wheels on the Ute Go Round and Round** by Loraine Harrison & Claire Richards. Hilarious Aussie take on the classic Wheels on the Bus Go Round and Round. Wombat drives the ute through the Aussie bush collecting Aussie animals along the way. Recommended for readers 4+ (and parents).

- **Choose Your Own Adventure: Terror on the Titanic** by Shannon Gilligan. Kids love Choose Your Own Adventure stories because they can choose the path they want to take. With over 20 possible endings, the reader of this adventure could be a hero or a victim in the tragic story of the Titanic. Recommended for readers 8+.
Upcoming Events

Student Voice
SOCIAL

Thursday 27th May
School Gym

R-2
4 – 4:45 p.m.
Theme: Cool hair/ Crazy hair
Tickets $3

Years 3-6
5 – 6:30 p.m.
Theme Disco (sparkly)
Tickets $4

Years 7-12
7:30 – 10 p.m.
Theme Casual
Tickets $5

All tickets can be purchased at the Front Office or on the night.

Canteen available for drinks and snacks.

R – 6 students MUST be collected from the area outside the gym when finished. They will not be allowed to leave this area.

Moonta Area School
Presents

Internet safety awareness
Parent/Community session

Tuesday 15th June
7 – 8 p.m.

Moonta Community Library

Presenter: Mark Anderson from Australian Communications and Media Authority
Bookings would be appreciated: Ph 88252088

Semester 1
Music Concert

Tuesday 1st June,
Week 7 at 7 p.m.
in the School Gym

An invitation is extended to all students, parents and community members to come and see the musical talent of our drummers, singers, guitarists, keyboard and woodwind players showcased in an entertaining evening of music ranging from classical to rock.

Gold coin donation for the music fund.
Week 5
WHOLE SCHOOL ASSEMBLY
Narungga Welcome to Country
Introduction to Reconciliation Week

Week 6 & 7
Classroom Activities
Walking Together for Reconciliation Display

Week 8—Wednesday 9th June
Centre for Aboriginal Students in Music (CASM) - University of Adelaide
Music Performance for all R-12 students
FOCUS DAY Activities Years R—7
Painting, Wool friendship bracelets, keyrings, damper, Narungga dreaming story and feather flower demonstration.
Cupcake for everyone!!

WALKING TOGETHER FOR RECONCILIATION
This year our whole school activity will be each student making their own footprint to symbolise our school Walking Together for Reconciliation. During Week 6 each student will make their own footprint. In week 7 they will be collected and laminated. The footprints will be then be displayed on the fence along Blanche Terrace. It is going to look fantastic visually and a positive step forward to Reconciliation in our community. Achieving Reconciliation involves raising awareness and knowledge of Indigenous history and culture, changing attitudes that are often based on myths and misunderstandings and encouraging action where everyone plays their part in building a better relationship between us as fellow Australians.

2010 Theme
Reconciliation - let’s see it through

A decade after the historic bridge walks it’s fair to say the future for reconciliation has never looked brighter. While these’s still a way to go, respect, trust and the knowledge to turn good intentions into effective actions pave the way forward.

On this 10th anniversary of the bridge walks (and of Reconciliation Australia itself), lets embrace our future and aspire to achieve great things.

(Reconciliation Australia 2010)
The following proposals will be discussed at the meeting held Monday 24th May:

Proposal One: Year 11 OED Bushwalking Camp - Change of date
Proposal: Change from Week 8 to Week 9.
Date: Tuesday 15th - Friday 18th June, Week 9.
Proposer: K Daddow / B Schmidt

Proposal Two: Lucky Squares
Proposal: Fundraising activity for Year 7 Melbourne Camp. Each student is asked to sell at least one lucky square envelope, as per last year. Students sell one $20 lucky square card.
Date: Term 2.
Proposer: M Hancock / S Hackett / D Richardson

Proposal Three: Year 12 Hospitality Trip to Regency TAFE - Cake Decoration Workshop and Silver Service lunch
Proposal: this is the second ½ of what traditionally has been a 2 day trip to Adelaide with Yorketown Area School Year 12 Hospitality students. We have already done the Multicultural part before the Food Hall.
Cost: No cost to students as will be paid for from profits made at catering functions.
Date: Friday 4th June, Week 7.
Proposer: F Anderson / M Westbrook

Proposal Four: Year 12 English students attend a play in Adelaide
Proposal: Students attend ‘All Shook Up’ at the Shedley Theatre, Elizabeth, so they can do an oral presentation to satisfy the curriculum criteria for the Text Response section of the course.
Cost: $22 play, $14 bus (Total $36)
Date: Thursday 22nd July, Term 3, Week 1.
Proposer: M Westbrook / B Schmidt

Proposal Five: Year 9 Camp
Proposal: Camp to Adelaide, staying at West Beach Caravan Park. Various activities undertaken: St Kilda Playground, Go Karts, Ice Skating, Paintball, Greenhills Adventure Park etc.
Camp Fundraising: Students would like to run the following fundraisers to lower the costs of the camp: Walkathon - sponsors to support them in ‘walking’ the distance that we plan to travel to and from Adelaide (and Victor Harbor). Monies raised by individual students will be deducted from their own camp costs. Raffle - ask for prizes to be donated. All proceeds to be shared between all campers. Each student to be given a book of ten tickets to sell at $1 per ticket.
Cost: $180.
Date: Tuesday 30th November - Thursday 2nd December, Term 4, Week 8.
Proposer: R Stutley / D Richardson

The following proposal was approved by the Principal:
1. Year 12 Chemistry Excursion - Students participate in practicals, at the CSIRO, that they aren’t able to do at school. Cost: $5. Thursday 20th May, Week 5.

The following proposals were approved at the meeting held Monday 10th May:
1. Year 5/6 CB and Year 3-7 FR classes afternoon walk to dam/wetland at the end of the main street. Monday 17th May, Week 5.
2. Year 3 DJ / Year 3/4 AK Camp to Narnu Farm (Hindmarsh Island). Monday 1st – Wednesday 3rd November, Term 4, Week 4.
3. Reconciliation / ATSI Cultural Day - Music performance for all R-12 students. Other activities related to Aboriginal Culture throughout the day. Wednesday 9th June, Week 8.
4. Year 8/9 Activities Week – Monday, Tuesday, Thursday: Activities to prepare for the Market Day stalls on Friday. Monday, Tuesday, Thursday, Friday: including Year 7s – various activities to support the curriculum. Wednesday: Marion Shopping Centre and Movies Day trip, cost $40. Friday – R-7 Market Day. Monday 28th June – Friday 2nd July, Week 11.
5. Year 7 Celebration ½ Day - Friday 14th May, Week 4.
6. Semester 1 Music Concert – Held in the school gym at 7 p.m. Tuesday 1st May, Week 7.
7. Jump Rope for Heart demonstration team visit – Friday 27th August, Term 3, Week 6.

Position Vacant
School Canteen Assistant
Part time contract position

Approximately 10 hours per week Monday to Friday, during school terms. Immediate start.

Applications due by 1pm Monday 24th May 2010.

For a copy of the Job & Person Specifications or further information please contact Jan Ritchie on 88252088.
Native Plant Sale - Saturday 22nd May, 10 a.m. to 3 p.m. **New Venue** Kadina Showgrounds. Plants suitable for local conditions - including drought tolerant, limestone tolerant, coastal, windbreaks, etc. Advice available on native plants and membership to Australian Plants Society. Sausage sizzle, tea/coffee, scones etc available for purchase. Free Entry.

The Ark Van - Thursday 3rd June, at 7 p.m. Noah’s Ark. Venue changes now at the School of Mines, Ellen St Moonta. Enquiries - phone Peter Egel on 88 252 558.

ZOO SOUTHERN AUSTRALIA

ZooVentures & Zu-Fari - July School Holiday Programs at Zoos SA. ZooVentures and Zu-Fari focus on making friends, learning lots and providing unique opportunities to meet with Zoo animals and their keepers. Children aged 6-12 (Adelaide Zoo) and 8-13 (Monarto Zoo) are cared for by two qualified teachers for a full day of fantastic Zoo experiences. Run by the Adelaide and Monarto Zoos from 9 a.m. - 4 p.m. on various weekdays during the school holidays. ZooVentures $50/day, Zu-Fari $60/day (including the bus trip up to Monarto Zoo). Positions must be booked by phone on 8267 2434 (They fill quickly!). Phone for more information or visit our website www.zoossa.com.au/eduaction

Would you like to host a Spanish student for 11 weeks.

Southern Cross Cultural Exchange is urgently looking for host families.

We have 31 Spanish students coming on July 13th 2010. I have found families for 20 of these students but still have 11 students waiting anxiously in Spain to hear that they have a family. There are 7 boys and 4 girls that I still don’t have a family for. Families do not need to have a child the same age to host. Often students enjoy having younger or older siblings.

If you can find it in your heart to open your home to these students, you would be making a child very happy on the other side of the world knowing that their dream of coming to Australia will come true.

Contact Jenny Hanson, South Australia Inbound Manager. on 08 32239563 or Toll Free: 1800 500 501

ICE SKATING - Saturday 12th June

Rob’s youth program “Ignite Youth” is going Ice Skating on Saturday 12th June. We are meeting at (Gateway) Life Centre Church on the Port rd near the Motel at 3:30pm. We expect to get back at 12:30 p.m. as this will include a stop at McDonald’s.

The cost is $25 this includes the bus trip and Ice Arena entry fee. You will need spending money if you want Macca’s. There are limited spaces on the 2 buses so please see Rob Martin ASAP. Closing date for return of applications and money is Friday 28th May.

Ignite Youth is a Christian Youth Group with Christian values and emphasis. We meet Saturdays each fortnight at (Gateway) Life Centre Church.

For more information call Rob on 0411 120 892.
You can tell a person’s generation by the questions their kids ask. Parents of the 1950’s thought long and hard over issues such as the age their kids left school and when to get them their first bike. Parents raising their kids in the 1990's pondered the age at which kids should receive regular pocket-money and their children’s use of video games.

In the noughties issues surrounding communication technology keep many parents guessing. The age when kids start using Facebook and other social networking media is a burning issue for many parents of pre-teen and early teenage children.

Kids know more than their parents when it comes to the Internet and social media according to recent research. The Optus Family Communication survey reveals that over half (55 per cent) of Australian children outsmart their parents in technology knowledge before they are 13 years old. A further 30 per cent of parents admit they are behind their children by the time they are 15 years old.

Facebook, MSN and other forms of social networking media are here to stay, so my advice for parents is to learn about social media, even if you don’t want to embrace it. It can be confronting when your child knows more about technology than you, but smart parents these days let their kids teach them what they know about technology.

So if you have a pre-teen or a teenager you need to become familiar with Facebook and other technologies they are using. Ignorance is no excuse these days.

Facebook doesn’t permit kids under the age of 13 to access the site for reasons of personal safety. It doesn’t require proof of age to access the site, so it’s a guideline only. Facebook’s recommendations however, may be useful reference points if you are involved in negotiations with your child over using social networking sites.

More importantly, if young people are using Facebook and other networking sites, they need to fully understand the rules of safe use. Here are some tips:

1. Go through the set-up phase with your child, including establishing a personal profile. Check out the homepage of Facebook and other sites, and use their help sections to answer your questions.
2. Help your young person adjust the privacy settings so they suit their level of comfort. Review them often.
3. Reinforce with your child the importance of never sharing their password, not even with their best friend, a boyfriend or girlfriend.
4. Discuss other safety tips such as the types of information and pictures that should and shouldn’t be placed on their pages, as well as what to do if someone sends inappropriate information or initiates unsolicited communication.
5. Monitor your child’s use by making sure the computer they use at home is in a common area of the house.
6. It’s reasonable to expect that you should know your child’s password and log-in details so you can keep a check on their friends from time to time. This type of monitoring is age-related and may well not be suitable for older teens.
7. Consider getting your own Facebook page and use it as a way of communicating with your child. This has the added bonus of enabling you to keep one eye on what’s happening on your child’s Facebook.

Parents of past generations did their best to keep their kids safe as they negotiated a wider world. I recall teaching my kids stranger danger, drilling safety tips into them as they gained more independence.

As a parent you need to help kids navigate safely and securely in an online world, just as you do in an offline world. Know what kids are doing; spend time teaching them common sense, safety lessons and limit their use of technology so that they stay connected to you and others in your family.

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Sometimes parents get drawn into sibling disputes when they don’t involve them. Parents become embroiled in the conflict and help create the problem rather than solve it.

Children usually become quite adept at drawing their parents into disputes between siblings. Parents need to be aware of the following ten common ways children involve parents in their sibling disputes:

1. Beware the *teller of tales* because they can draw you into disputes you don’t need to be in.
   
   “Tell Tale children” tend to involve parents in fights and disputes when they don’t need to be. Tales also invite parents to take sides, which may mean a fight stops momentarily. However it will begin again at another time as there may be lingering resentment about you taking sides.

2. Beware the *blame gamers* for it is never, ever their fault!
   
   Some children will blame other siblings for wrong-doing but will rarely see their side in a dispute. It usually takes two or three to tango so make sure you point out their place in the dispute.

3. Beware the *tantrum-throwers* as they divert attention away from themselves.
   
   Kids who throw a ‘wobbly’ when a sibling even looks at them in the wrong way have discovered a great way to keep mum or dad busy with them.

4. Beware of *children’s tears* as they can make us feel pity rather than look at the whole story.
   
   A child who comes to you with tears in her eyes and a tale of woe sure knows how to get their parents onside. Tears usually gain sympathy but sometimes the person who cries the loudest is the child who caused the dispute in the first place.

5. Beware of children who say that they *couldn’t help* hitting, hurting or misbehaving.
   
   Children always have a choice. They just choose the easy way or a way that suits them a lot of the time.

6. Beware of the child who is always, always the *victim*.
   
   Sometimes they revel in this role.
   
   Some children, particularly youngest kids, love to play the victim in fights and arguments with their siblings. “He always picks on me” is their catchcry. Don’t give these children too much attention and give them some options about how they can keep away from their siblings if things look likely to ‘cut up rough’.

7. Beware of the child who acts like the *deputy sheriff*, always giving orders and bossing others around. They can make life unpleasant at home.
   
   First born boys can sometimes act like a parent’s deputy and believe it is their job to keep peace on the ‘family range’. They often use methods more akin to the ‘wild west’ than those they would learn in a negotiation skills workshop. Aggression and power is their preferred methodology. Keep a firm eye on these kids and don’t put them in charge of the ‘family range’ too often.

8. Beware the donkey who *whines and whinges* about his siblings – “Hee Haw always picks on me!”
   
   Give them some ideas about how to deal with their siblings and refuse to drawn by incessant whining. Like water torture, whining wears a person down after a while.

9. Beware children who *bring home poor attitudes and behaviours* that they learned at school or pre school.
   
   You can tell sometimes what is happening in the schoolyard as children can bring home poor conflict resolution skills that they see in the schoolyard. “We treat each other well in this family” is the message!

10. Beware of the *home environment* that uses power to resolve disputes and conflict.
    
    Children will often reflect the ways that the significant adults in their family resolve conflict so make sure you use the same methods to sort out issues and disagreements with your partner that you want your children to adopt. Children tend to live what they see so make sure they see conciliation and compromise rather than bullying and power. It helps if they see assertiveness rather than aggression. And make sure they see you looking at both sides of the picture rather than your side all the time in disputes.

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While you are there subscribe to Happy Kids, Michael’s hugely popular email newsletter.

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“Knowledge for knowledge sake, knowledge which the brain can construct but which does not penetrate the heart, is of little use in critical times of living experience.”

Mahatma Gandhi

The Four Pillars of Learning
Jacques Delores in Learning: The Treasure Within, presented a case for the inclusion of four pillars as foundational components of a child’s education. Let’s examine ways to engage your children in learning through these pillars.

Pillar 1
Learning to know – the intellectual component of learning.
Some ways to involve your children:
• read to your kids fiction and non-fiction
• watch documentaries together
• visit museums, art galleries and war memorials
• travel to a range of environments and use (buy or borrow) field guides to identify the plants, rocks and animals
• work together on school projects
• verbalise how you work through and solve problems
• learn a second language (or third!) with your kids
• work together on collections and hobbies at a deep level
• play games that involve thoughtful decision making
• write poems, stories and songs together
• help your kids with their homework
• surf the web together (eg look up your name on the web, build a family tree…)
• teach your kids how money works (play stock market games on the web)
• teach your kids how to be critical thinkers
• create conspiracy theories together (eg ask ‘what if?’ questions about current events by linking together seemingly unrelated events)

Pillar 2
Learning to do – an education for the hands.
Some ways to involve your children:
• buy construction tools and build things (eg rabbit hutch, dog kennel, tree house)
• construct models from kits
• renovate and rebuild areas of your home together
• make and play musical instruments
• paint parts of the house together
• build a garden together and grow vegies
• restore old vehicles and other artefacts
• share household chores and duties
• learn origami
• learn how to speak sign language
• participate in organised sport and get coaching

Pillar 3
Learning to live together – includes designing and carrying out joint projects and learning ways to manage conflicts.
Some ways to involve your children:
• join scouts or guides
• do charity work
• join organisations such as Rotary
• apply to host visiting students
• get your kids to organise regular, extended family get-togethers

Pillar 4
Learning to be – an education that develops each person’s personality and capacity to act with increasing autonomy, judgement, and personal responsibility.
Some ways to involve your children:
• visit the local magistrate’s court
• discuss a range of cultures and faiths
• pose moral dilemmas as hypotheticals
• create rules and consequences for your home life
• teach your children how you budget and give them responsibility to handle some of the family finances
• plan, budget and save together for special events, or projects
• take responsibility to care for a pet
• find ways to contribute to community projects
• go as a family to donate blood

Key Points
The four pillars of learning do not only provide learning for kids. The activities that facilitate learning under the pillars also create opportunities for the whole family to enjoy an active and stimulating lifestyle.
The Four Worlds re-visited

When we integrate the worlds of knowing, learning must happen. The brain’s biological imperative for learning drives it. Parenting is a World Four endeavour. Every child is different to every other child and each builds their own World One through the rich experiences provided by parents and other significant people.

Kids who develop healthy World One concepts find their minds a pleasant place to spend their time. In other words, they actually like themselves. Not all kids have a pleasant World One. For some, their World One is an unpleasant place and they try to drown it out by the use and abuse of substances, self-mutilation, overly risk-taking behaviour or even suicidal thoughts.

Parenting enables adults to provide opportunities for growth through all of the Worlds. For example, a family holiday may be a World Four experience (a place I am yet to experience). By actually going to a new location, a World Two experience will occur. By reading about the location, taking photos and undertaking some research about it, a World Three experience happens. The time spent together as a family builds World One.

World Four is a whole universe waiting for exploration. World Two is kids’ preferred way to explore the universe that awaits. Get involved. Not on the periphery but right at the heart. Many families do this already, in ways that suit their interests, beliefs and talents within their budgetary constraints.

It’s not what you do, its how you do it that counts. Schools are somewhat limited in their capacity to offer World Two experiences. Well-meaning Government mandates will create curriculum that, at times, stock kids’ minds with unwanted learning. Families operate without such mandates. In families, kids have the freedom to learn without being held accountable or being compared and contrasted against others. Many educators would like to see this happen in schools.

Some great ways to integrate the Worlds include:

- family holidays to unique locations
- special celebrations and commemorations
- involvement in church and community organisations
- research and construction activities
- designing and carrying out special projects as a family

In next week’s article, we begin the examination of how the brain functions. I will explain how I integrate this functionality and the four Worlds with the kids with whom I work. Ultimately, we will use the information about brain functionality to explore multiple intelligences and learning styles.

References

(Items marked * are available from Mind Webs).
Log on to www.mindwebs.com.au or call Cathy Joseph for a catalogue (08) 8358 6993.


Jacques Delors, *Learning: the Treasure Within*

Summary

The least I need to know

Some of the world’s smartest educators have determined simple models that prescribe how to keep kids switched onto learning. The Four Pillars hooks kids in by combining the key brain systems of intellectual, emotional, procedural and community learning while the Four Worlds model describes direct and indirect ways to grow concepts and a strong sense of self-worth. Parents, as partners with teachers in the educative processes, have great capacity to build learning experience with their kids that integrate the models.

World Two - the direct experience is far more memorable than the World Three experience.

The essential elements of learning

World 1
Me - my inner world. My concepts, my future, my spirit.

World 2
The world I learn about through Direct Experience.

World 3
The world I learn about by Indirect Experience.

World 4
The world I am yet to know or Experience.

Next Issue – Module 6, Part 1: Examining how the brain functions – Brainy bits, and pieces!
Friday 14th May, Week 4.

For more information about Loud Shirt Day, please visit: http://www.loudshirtday.com.au/

Calendar

Week 6

Monday 24th May
Exodus – True North (Years 7-12)
5 p.m. DMC

Tuesday 25th – Friday 28th May
Year 10 OED Bushwalking Camp

Tuesday 25th May
Computer Skills competitions
Kindy Transition

Thursday 27th May
R-12 School Socials

Friday 28th May
R-6 Footsteps

June

MS Read-a-thon

Week 7

Tuesday 1st June
Kindy Transition
Semester 1 Music Concert – 7 p.m.

Wednesday 2nd June
Governing Council meeting – 7:30 p.m.

Thursday 3rd June
R-10 Music is Fun Band

Friday 4th June
R-6 Footsteps